DOCUMENT RESUME

ED 278 434 JC 870 029

AUTHOR	Bender, Louis W.; Richardson, Richard C., Jr.
TITLE	Urban Community College Students: An Autobiographic Profile.
INSTITUTION	Florida State Univ., Tallahassee. Center for State and Regional Higher Education.
SPONS AGENCY	Ford Foundation, New York, N.Y.
PUB DATE	Feb 87
NOTE	61p.
AVAILABLE FROM	Florida State University State and Regional Higher Education Center, College of Education, Tallahassee, FL 32306-3021 ($5.00).
PUB TYPE	Reports - Research/Technical (143) -- Viewpoints (120)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Career Choice; Community Colleges; Family Characteristics; *Personal Narratives; *Student Attitudes; *Student Characteristics; Student Educational Objectives; *Student Experience; Two Year Colleges; *Two Year College Students; *Urban Education

ABSTRACT

Drawing from autobiographical essays prepared by students enrolled in urban community college districts in eight states, this report profiles the lives of these students with particular focus on family background; educational objectives; obligations and problems related to work and home life; and career and educational plans and goals. Introductory material explains the purpose of the essays, describes the student population, and outlines the methods used to analyze the essays. Part I of the report uses quotations from the student essays to draw profiles of the following student types: self-discoverers, undecideds, innocents, immigrants, perseverers, devotees, non-comformists, self-worth seekers, the prideful, and believers. Part II presents six entire student essays, each representing a different urban area. Part III offers observations on the data, including reasons for selecting community colleges as study sites and a summary profile of the students as typically optimistic, frequently naive, and almost always appreciative of the community college and its faculty. Discussed also are: the recurring theme in students' essays of military enlistment immediately after high school graduation by male siblings; the participation of community college English faculty in the essay project; and differences between suburban and urban participants. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 278434

URBAN COMMUNITY COLLEGE STUDENTS: AN AUTOBIOGRAPHIC PROFILE.

Louis W. Bender
Richard C. Richardson, Jr.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

L. Bender

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

JC 870 029

COLLEGE OF EDUCATION
Florida State University

BEST COPY AVAILABLE

URBAN COMMUNITY COLLEGE STUDENTS: AN AUTOBIOGRAPHIC PROFILE

Louis W. Bender
The Florida State University

Richard C. Richardson, Jr.
Arizona State University

February, 1987

A publication of the
Center for State and Regional Leadership
(Established with Assistance of a Grant
from the W. K. Kellogg Foundation)
College of Education, Florida State University

FOREWORD

The Urban Community Colleges Commission of the American Association of Community and Junior Colleges has called for greater attention to the complex problems and critical challenges confronting the urban community college. The Commission observed, "Ultimately, informed decisions concerning excellence are intertwined with basic operational questions regarding the characteristics of urban community college entry level students" (p. 8). It called for extensive data collection and "focused research that deals with the entry-level skills, academic achievements, motivations, value orientations, expectations, and goals of students..." (p. 9).

This report is about urban community college students. It provides an unusual perspective since it reflects the lives of the individual students, told in their own words, including past, present, and future contexts. The students told their stories through autobiographic essays written for their English instructors as part of a two-year Ford Foundation-sponsored study of students in urban settings. Content analysis of nearly 800 essays produced a compelling profile that should be helpful to researchers, policy-makers, administrators, and faculty in urban centers. At the same time, community college leaders in other settings should benefit from learning about the people covered in this monograph.

In January, 1984, the Ford Foundation provided companion grants to Arizona State University and Florida State University to carry out case studies in urban settings in eight different

states: Arizona, Florida, Illinois, Missouri, New Jersey, Ohio, Pennsylvania, and Texas. The purpose of the study was to identify policies, practices and procedures at the state level, the urban comunity college level, and the urban university level that enhance or inhibit the student in successfully completing baccalaureate programs. The focus of the study was minorities who disproportionately can be found in the urban centers and in the urban community colleges. The participating institutions not only agreed to the study but were represented during the initial design and planning phase and then at the data analysis and recommendation formulation phase. The formal report of the project titled Helping Minorities Achieve Degrees: The Urban Connection was submitted to the Ford Foundation in March, 1986.

Appreciation is extended to the Ford Foundation as well as the participating community colleges and their chief executive officers, their liaison designee, and their English faculty members who carried out the autobiographical essay writing assignments during the 1985 Fall term: Chicago City College, The Community College of Philadelphia, Cuyahoga Community College District, Dallas County Community College District, Essex County College, Hillsborough Community College, Miami-Dade Community College, Phoenix College, St. Louis Community College District, and St. Petersburg Junior College. We are deeply grateful for the courtesy, assistance, and professionalism of the faculty and administrators involved.

Louis W. Bender
Florida State University

Richard C. Richardson, Jr.
Arizona State University

CONTENTS

Page

FOREWORD.....i

INTRODUCTION.....1

Purpose of Essays.....2
Population.....3
Analysis.....6

PART I.

DESCRIPTORS.....7

PART II.

PAPERS.....36

PART III.

OBSERVATIONS.....44

Use of Community College.....44
The Students.....46
Role of Military.....47
Participating Faculty.....48
Suburban Versus Urban.....50
Concluding Observation.....52

REFERENCES.....54

INTRODUCTION

The changing demographic profile of America has been reported extensively in the literature and has occupied the attention of policy-makers and educational leaders at the national, regional and local levels. Nowhere are demographic changes as diverse or as rapid than in the urban centers where neighborhoods are being transformed as ethic and racial groups migrate in quest for the dream of a better life. The urban neighborhoods are increasingly made up of minorities, immigrants and the poor.

The major hope for postsecondary education access for these people is the urban community college. The challenge is formidable as described by the Urban Community Colleges Commission of the American Association of Community and Junior Colleges:

> Many (urban community colleges) are charged with serving the educational needs of communities struggling with such critical issues as chronic unemployment, decreasing tax bases, a shifting economy, deteriorating common schools, high illiteracy rates, and a continuous influx of new immigrants who lack basic language and coping skills (Challenges for the Urban Community College 1986, p. VII).

Most of the literature dealing with the urban community college student creates a faceless picture of people who are categorized, classified, or described essentially as aggregate groups. The complex and multifaceted dimensions of each student as a person are lost in the composite and comparative analyses of vital statistics, usually the focus of such studies. The goal of the researchers for this project was to learn as much as

possible about the individual student as a person and the perceived social, educational, and economic realities confronting that person while attending the urban community college.

The obvious obstacle in learning about the community college student as a person was the limitation of time and resources to actually live in the same environment or even spend sufficient time to interview hundreds of students individually. The strategy selected and approved for the Ford Foundation-sponsored study at the original planning conference of representatives from the participating institutions called for each community college to produce autobiographical essays from its student constituency.

Purpose of Essays

The autobiographic essays were intended to yield glimpses into the lives of actual community college students attending the urban institutions we visited during the study. It was recognized that no representativeness could be claimed nor any generalizations proposed as a result of this activity. Consistent with naturalistic methods, some hypothesis development as well as some appreciation of the actual experiences of those who turned to the community college for access to higher education was sought.

Procedures: During the site visitation phase of the project, each principal investigator specifically requested time to meet with the English faculty responsible for writing courses at the community college. At that time the investigator would explain the purpose of the autobiographical essay activity and enlist volunteers from the faculty to carry out the writing

project. In order to obtain as much consistency and comprehensiveness of content as possible, a one-page explanation of background and suggested content was discussed and left with the site coordinator. Four broad questions were to be addressed by the students in the writing assignment. These included: (1) How would I describe myself and my family background; (2) Why am I attending the community college; (3) What are my present realities such as work, home life, obligations, and problems; as well as (4) What are my future plans, aspirations and ultimate career and education goals? The English faculty members were encouraged to decide for themselves whether to use the writing as a class assignment for grading purposes or as a non-graded contribution to the Ford Foundation sponsored study. Anonymity and confidentiality was guaranteed and students had the right to have their paper excluded from the project if they objected to its use.

Population

A total of 853 student papers were received from the participating community colleges. Fifty-seven of the papers were deemed unusable, either because the content was inadequate or extraneous for autobiographic analysis or the copy was unreadable. The breakdown of the two university populations studied revealed a total of 403 papers analyzed for the Arizona State University (ASU) institutions and 393 papers analyzed for the Florida State University (FSU) institutions.

Several of the participating community colleges attempted to provide a representative sample for their total freshman class including papers from developmental, remedial, and composition or

transfer writing classes. Some sent papers only for the transfer writing classes while others did not identify the type or level of course involved. Of the 796 papers analyzed, 127 were produced by students in identified developmental or remedial classes while 422 represented English 100 or above writing classes. Therefore, 246 of the papers were not classified for the level of English course involved. In order to determine whether this condition would result in observable differences, each of the groups were treated as aggregate populations and a comparison of the responses made. There was a slight difference in the ratio of minority students in the developmental respondent population, being slightly higher than for either of the other groups. There was no observable difference between the English 100 population and the non-classified population, however. There was no discernible variation between or among the three groups in relation to age groupings, home and family background, reasons for attending the community college, or in long-range goals and aspirations.

While the original intent was to study the most urban campus of the community college in the eight metropolitan areas, both the ASU and FSU populations had one campus that served a greater suburban clientele than the others. In both cases, this single campus had a skewing effect on the racial composition profile which also was reflected in some of the home and family backgrounds. When examining the total respondent population for the ASU group of institutions, the ratio of black to white students was 46% to 42%. Yet, when correcting for the single

suburban oriented campus, that ratio becomes 61% black to 24% white. In the case of the FSU population of 393 students, 45% were black, 30% white, and 16% hispanic before correction. After correcting for the predominantly white suburban campus, the black students made up 58%, hispanics 20%, whites 11% and another 11% were made up of other minorities together with international visa students.

The age and gender patterns were consistently similar for the total population as well as for the two university groups. Nearly two-thirds of the total respondents were female. Eighty percent of the ASU population were in the 18-24 year old range while 78% of the FSU group were in the same range. Fourteen percent of the FSU group were in the 25 to 35 year old range while 12% of the ASU group were in the same range.

Many of the students did not indicate their marital status; however, of the 441 who did, 71% were single and 29% married. Of those reporting being single, 59 indicated they are single parents and head of household. Divorce was reported by a smaller number of those in the single classification category. Interestingly, a few of the married respondents reported their spouse also attended the community college.

Many of the community college students come from large families. The range of siblings reported was from 1 to 21. A mean of 4.5 siblings per family characterized the community college students reporting. The median for the group was 4 siblings. There was no discernible pattern as to where the community college student placed among the siblings with nearly as many reporting being the eldest as those who indicated they

were the youngest within their family. There was an overwhelming majority among the community college respondents who indicated they were the first in the family to pursue postsecondary education.

Analysis

The first step in developing a framework for analysis involved a reading of the student papers as they were received from the cooperating community colleges. The four broad questions identified in the Suggested Content provided general direction but were too broad to offer any meaningful analysis. Coding categories were developed under each of the questions that were intended to yield both aggregation of quantitative data (i.e. size of family, ages, years of experience, etc.) and descriptive information (i.e. influence of family attitudes, role models, self perception, etc.). Using the coding system, each student paper was read by two different readers and code numbers recorded on the margin. Subsequently, the two sets were examined and any discrepancy was accounted for in order to produce a single coding for each student paper. Then, tabulation of the codes for each set of papers by campus was completed yielding aggregates by campus, and then these were consolidated for those studied by each of the two universities and finally as a total population.

As previously observed, the researchers were only seeking commonalities in the characteristics, experiences, and goals of the students participating in the project. The coding and tabulating offered the best means to achieve this end.

Subsequently, an examination of the Fact Book or Statistical Summaries of the community colleges was carried out to observe any patterns or tendencies reflected in the composition of the writing classes which participated in this exercise. Several observations growing out of that examination will be made after a description of some of the community college students who shared their personal life with us through their essays.

PART I

Descriptors

The best way of communicating the lives and experiences of the participating community college students is to report some of the groups which emerge from the essays and are best conveyed by the use of verbatim content as taken from the essays. Names will be changed to insure anonymity but the words, including errors and omissions, are theirs. The sequence in introducing the groups is somewhat reflective of the tendency or pattern expressed in the total respondent population. However, no qualitative or predictive implications are claimed. The names of the community colleges have also been deleted in the interest of confidentiality; therefore, the blank spaces in quotes denote the omission (see the example in first quotation under The Self-Discoverers).

The Self-Discoverers

Self discovery has occurred for many of the community college students triggered by success or failures in life. In most all cases, discovery of insights and strengths have

resulted in an element or sense of fulfillment that radiates from the student's words. Even where failure looms as a future possibility, strength from self understanding can be seen. Regrettably, most discovery has come without much assistance from the education establishment.

Various sources of success are reported by The Self Discoverers including positive feedback from attending the community college itself. A 20 year old black female observed:

> I feel that I am not up to the level that I should be to enter a four year institution, so I enrolled into the community college to prepare myself for the four year institution. I left Seattle, Washington to get away from friends and family, so that I could learn to adjust and adapt to any given situation, such as making new friends and learning my way around a city that is two times bigger than the city that I am from. This is my second semester here at ---------and I have brought grade point average from a 2.0 to a 3.2. Accomplishments like that lets me know that I can excel and continue to do my best.

Academic success triggered the observation of another 20 year old female who is a single parent and works part-time to support herself and son.

> I've always thought I wasn't college material, but I seem to be hanging in there. I enjoy learning because one day I will have to teach my son some of the things I have learned. I hope to get myself a job and make something out of myself.

Joy of learning can be seen in other Self Discoverers. Garcia is from Colombia and he aspires to complete a BS in Chemistry after his community college experience. His thirst for knowledge is reflected in the observation:

> Education is a ladder to success; the more we have the more we need. It is so pleasant to experience new areas in our knowledge and the best reward we get is what we learn in order to have a better preparation for the future.

Pauline, a 30 year old mother of two sons describes her reason for attending the community college:

> I am attending----- because one day I hope to have better things life can offer. I feel education is the way to achieve those goals. Also, as I stated, I have an endless love for knowledge and books, and I have to learn all I can.

Some Self Discoverers turn to the community college as a result of a sense of being out of date as reflected in the comment of a Chinese student who came to the United States thirteen years ago and now is seeking a community college education as part of her quest for personal and economic enhancement.

> After 13 years of full commitment to my family and my children, I lost confidence and felt that I was out dated. The community college provided me the up-dated knowledge and the latest technologe. Most of all, I regained my confidence. Now, I realize that I am still fit for the job market. I'm looking forward to a better life ahead of me.

Those who learn about themselves as a result of experiences of life often benefit even as result of failure or problems. Many veterans turn to the community college as a result of self discovery during military service. A single 22 year old hispanic male from a family of five observed:

> After graduation I enlisted in the Navy where I served for 4 years. Until now when I was just recently honorably discharged from the Navy. So with all of the experience I gained and the traveling I did, I decided it was time to get back to school, and so now I'm in my first semester at-------. My major is dentistry. I'm looking to complete two years of pre-dentistry and then to transfer and continue my education at a four year university.

The world of work is another frequent source of self discovery. A 21 year old single mother of a one year old son wrote:

> I graduated from high school in 1981. The reason I returned to school is, I got tired of working jobs with no future. Jobs that have you out of a job faster than you can start working. Now that I have a son I feel I am obligated to provide him with the same type of upbringing I had.

The job environment itself can be conducive to self discovery as reflected in the statement of another single parent living at home with her mother and seven year old son.

> My co-workers (the ones I work with at night) all attend college and they encourage me to go.

Other Self-Discoverers reflect upon their earlier schooling and have grown in self understanding as a result of introspection. A 24 year old male living with his divorced mother observes:

> I had never intended on attending a community college. I always planned on going directly to a four year school, but things didn't quite work out as I had planned. When I was in high school my grades were fairly well. I was a C+ student. I could have done better, but I always procrastinated thinking I could get things done later. That's just why I'm here. When I should have been filling out applications for colleges, I was probably out somewhere playing basketball or something.

The Self-Discoverers represent a large portion of the population participting in the essay writing project. Interestingly, the writers seldom placed blame or fault for their earlier circumstances, but when they did, it usually was aimed at themselves. In only a very few cases did a writer criticize the educational system as responsible for or even a contibutor to perceived deficiencies.

The Undecideds

In sharp contrast to those among community college students who have a fixed goal are The Undecideds. While they can be of any age, most are of the 18-24 year old age range. Three identifiable areas about which students were undecided included career, future education goals, and confusion or indecision about one's self. Some declared they were undecided while in other cases, the obvious confusion of the writer evidenced indecision. Approximately 15% of the autobiographic essays communicated one element or another attributable to being undecided.

Gail, mother of a seven year old, recently divorced, and now living with her mother while attending the community college writes:

> I cannot decide what I really want as far as employment is concerned. So right now I'm taking general studies courses. I hope that community college will help me decide what career goals to aim for.

A 19 year old black female is undecided about her educational goals:

> I have always wanted to make something of myself, that I know for a fact. The sad thing is that I am not sure what it is. I figure if I go to ---- I can get my basics out of the way and then maybe attend a four year college somewhere. Sometimes I feel so smart and I try to set high standards for myself; then there are times when I feel so dumb and useless. I want to be something, so I figure college is where it is at.

Some of The Undecideds evidence a quest for broader self-understanding as reflected in the words of an 18 year old Caucasian male living with his parents and four sisters.

> My future? The question mark applies. I have so many interests, desires, and abilities that I simply can't decide. I am a very creative person and if I were to spend 20 years of my life in a dry, technical or business job I would stagnate. But I have a need to know. I do not wish to give up my academics just so I can confine myself to one specialized artistic field. Right now I am taking only academics and the lack of creative outlet is driving me to lethargy. A paradox.

Several of the essays reflected symptoms of The Undecideds even though specific careers were identified. A 34 year old single black mother wrote this confusing analysis of her career goals.

> My position at the company is a data processing production coordinator. I have been with this company since January of 1978. After finishing, my education here at community college, I desire to become a manager in the data processing field. At the same time I hope to succeed in a position as a flight attendant or postal worker. The reason I anticipated on being a flight attendant is because I like to work with people. I feel that being a postal worker would be interesting and challenging, blue collar position.

In most every case, The Undecideds anticipate one result of attending the community college will be the key to answers of the future. A 19 year old female "Pacific Islander" expresses the sentiment which is typical of declarations of many of The

Undecideds.

> I am going to a community college because I am not quite sure of what field I want to enter. At the community college I think I can experience different kinds of areas and pick the one best suited to me. A community college is a good way to go through a lot of the lower division classes because the classes are smaller and you receive more personal attention.

Community college students as reflected in the autobiographic essays, are not unlike traditional students beginning at four-year institutions. What is prominent in their written thoughts is a belief that the community college will offer insights and answers to questions of what career is most appropriate, what academic major will be best, or even "who am I?"

The Innocents

The Innocents sometimes provoke sympathy because they appear destined to disappointment and even heartache. They seem unaware of the complexity of realizing some of their goals and in some cases have already made significant investments of time and effort in a misguided quest for a baccalaureate program. Many of the Innocents either selected or were counseled into vocational or general education curricula during high school rather than the academic college preparatory track. Sociologists have noted the tendency of public school districts, even from the primary grades, to stereotype low income students for placement in the less academic tracks.

Two distinct groups emerge among The Innocents. While both are guileless and trusting, one group reflects innocence of "The System" while the other group is reflective of self innocence.

The System is the outside world which the student seeks to penetrate or conquer. The Innocents perceive their challenge as finding the key or ticket to success in such a breakthrough. For many, the credential is viewed much like the young black female living with her parents and five brothers and sisters who concluded her essay with the following declaration:

> I feel that life for me will be very different because of a Bachelor's degree because it will allow me to get more than just a restaurant job.

A young black man indicated the intent to transfer to a local four-year institution in order to

> ...get the B.A. and then go to work as soon as possible. Then, maybe I can go back at night for my Master's to become even more sucessful out of life.

A married police officer attending the community college at night explains his quest to advance even though he must sacrifice time with his family. He states:

> College has become very important to me because with out it, I will not be able to advance in my profession. Also I won't be able to capitize on money given for degrees. This adventorly would mean less, and less opatunities for me a better job. So I now have been forced to get my degrees, so I can open door ways.

Such a belief in education as a salvation or cure-all was reflected in the words of many of the autobiographic essays.

Among those who reflect a self innocence are students of all ages. A 53 year old mother of three married children who now is preparing to transfer to a university for a baccalaureate program in the fine arts declares:

> One day I will open a ceramic shop. I hope one day, that I will make some things, that will be accepted in the museum. When I hit the lotto. I'm going to Rome, and visit some of the places where Leonardo da Vinci worked.

The career fantasy of a young 24 year old living with his divorced mother and three siblings is reflected in the following excerpt:

> I hope to obtain an associate and science degree in my major which is Career Pilot-Flight Engineer.
>
> My mother is unemployed. My mother, my 3 sisters, and I are living on food stamps and a check sent by the government monthly. The only problem I see that would keep me from completing my educational program is financial problems. For instance, I barely have enough money to pay for my textbooks and transportation to get to college every day.
>
> My reason for choosing to become a pilot is because a pilot's annual income is great. Although I know it is different for me to become a captain on one of the major airlines, I am placing all my effort to become just that.

Several of the "Self Innocents" reflected an oversimplification of what is needed to reach a career goal. A 22 year old female born in Puerto Rico and the oldest of 10 children illustrates this in her statement.

> Presently, I am working as social worker in the county jail. My dream is to be a lawyer. I would like to have my own office and be successful.

A 20 year old hispanic girl living with her divorced mother and four siblings reports:

> I do not know what is in store for my future, one never knows what happen. You can walk down a street and get killed for no apparent reason.
>
> But the goals I have set for myself and wish to reach are a brilliant career in criminal law and maybe someday a district attorney.

A consistent thread among The Innocents is a belief in education as the pathway to oportunity. Yet, so many do not understand the requisites for successfully using that pathway. Most of the essays evidence little counseling or prior assistance

from the formal educational system in understanding either the realities of education or the requirements which it places upon the student.

The Immigrants

The researchers did not include the international visa student in this study. In view of the focus on the urban clientele, only those students intending to live in the United States were examined.

Many of the urban community college students, however, are recent immigrants to our country. Every community college participting in this study had some recent immigrants. There were regional differences, of course, in the nationalities with greater numbers of Mexican Americans in the Southwest, Carribbean Hispanics in the Southeast and diverse nationalities in the Northeast where immigrants from the near and far East were in numbers comparable to Carribbean, Hispanic or Black immigrants.

A 19 year old Pakistani bachelor living with his brother and family since migrating two years ago writes:

> After I did my intermediate (grade 12) in my country with Ist division, I decided to leave for states to fulfill my brother and sister's desire and to fulfill my motto and then I joined ----community college. I suppose it's better to join community college first as it takes less time to get accustomed with all the ups and downs rather than going the university where one come acrossed many problems as the teachers in universities think that a student after passing the high school knows everything about the subject. So its better to make the base in community college and then join the university. ...My aim to become a successful computer analyst. I became so interested when I start reading the informationable books on computers and try to go into its depth.

A single, 19 year old black female radiates dedication and

commitment.

> Born on a little Island in the Bahamas, I was the eldest of 8 ranging from ages 4 to 19. My father never had much of an educational background. He dropped out of school at an early age and learned a trade, that of a mason. ...We were basically your average black family.
>
> My main objective for attending ---- is to earn a degree, to reach the highest quota, to qualify myself to work in the business world. I am very ambitious and I want to make it to the top. My major goal in life is to achieve my master's degree in management. After completing ----, I intend to go to a major university and achieve this goal.
>
> I don't consider myself to be a real smart student. I work very hard to make good grades, but I believe the harder you work for something the more you learn to appreciate it. I have great determination and I don't intend to let anyone or anything stop me. I will persist untill I succeed.

Some of the international immigrants encounter difficulties in the process. A 23 year old community college student describes his experience.

> Four years ago I immigrated to the United States from Finland. My first year of residence here in ---- was filled with constant battle against the troublesome Immigration and Naturalization Service which attempted to deport me several times. Eventually I managed to straighten out my problems with INS, and now everything is going along peacefully. Just a couple of weeks ago I and my wife moved into a new house and for the first time in my life I am seriously planning to put up a garden in the backyard. Previously this would have been unthinkable. I guess having a baby on the way makes one set roots down quickly. Over the last five years my home environment has undergone a drastic change from one culture to another but young as I was (17 years old) when I left home, I have been able to adapt quite successfully, at least in my own opinion, to the ever changing invironment. The main reason why I attend community college is plainly and simply economics. ...Last spring I graduated from ---- community college with an Associate's degree in radiology. Currently I am employed full time in that particular field; however, I do not gain the satisfaction or challenge from this work that would satisfy my needs. Thus, I am enrolled right now taking prerequisite courses here at ----to gain admittance to

> the PA program at ----university in the spring of 1986. Along my educational goals my plans include continuing community involvement and supporting my family life.

Another quite distinct immigrant population emerged from the student populations of the urban areas in the Central states. These were people who had immigrated from the deep South to the urban centers. While less recognized in the literature, the domestic immigrants represent a group with their own special problems and challenges that deserve understanding by policy makers at the state and institutional levels.

Still another immigrant population attends the urban community college. That is the domestic immigrant who move from one region to another. A young black man describes the result of his journey.

> We moved to Morgan Park from ----- Mississippi in 1977 and I recieved the unique oportunity to attend a high school that was 75% white. This after attending grade schools that were 100% black. I looked upon my years at Morgan Park High as some of my best and most productive. I excelled in physics and chemistry and joined the wrestling team and the chess team. At Morgan Park I discovered the world. ...Right now I am working to improve my grades and looking forward to transferring to a major four-year institution in early 1986. The goal there will of course be a BA in Business, while at the same time completing all courses needed to secure my Real Estate Broker's license.

Another immigrant typifies the plight of many community college students whose work is seasonal, compounding their cash flow and related economic problems. He states:

> I am one of 17 children produced by my parents in Marion County, Georgia where both were educated to the 8th grade. When we moved here, I attended high school for a quarter of a semester befor dropping out. I finally earned a GED in nineteen seventy-eight. The economic realities I have to confront are the fact that I now have a job that is seasonal, it depends on the weather, whether or not it snows, as our product is rock salt. We recieve the salt by barge that in itself

> is a problem too, for if we don't recieve the salt on time our accounts will be shifted to another salt service causing the layoff of half our work force. The conomic reality of this is, you can't make plans, and if you get to save any money it's generally consumed during layoff, and shoud you have to move while you're laid off people won't rent to you no matter how much you have coming in.

Yet another domestic immigrant describes her experience.

> I'm 21 years of age and single parent. Both of my parents were born and raised in the state of Arkansas (known as the Land of Opportunity). They didn't receive a high school education because they had to work and help take care of their younger sisters and brothers. They didn't have much schooling but they read for us and made us read. My two oldest brothers didn't complete the 12th grade. Not because they had to work. I guess I really don't know why. My oldest brother his name is George was very, very, very smart. He was known as an "educated fool" he knows more than the average person that completes a four year university with a degree. He was influenced more by his friends than anything else. Unfortunate on November 3, 1984 he life was taken away. He was a pedestrian on his way home and two cars ran over him. My sister and I are the only ones so far to finish high school and enter in college.
>
> I attend ----community college because it is less expensive and I can also work. I like the atmosphere of my classroom but not the atmosphere of the student lounge and hallways. Some of the students act like elementary students. My teachers are great. The only real negative attitude that I have is late registration. Because once at late registration I was advised to get in the wrong class. My textbook was about 30 dollars, workbook about 15 dollars. For a while I could keep up. After that the teacher was long gone. It was as if she were speaking French. I ended up withdrawing from the class.

The Immigrants are alike in some ways and quite different in others. Whether international or domestic, recent immigrants encounter the challenge of cultural change. The autobiographic essays evidence a consistent problem of the domestic immigrant caused by low income resulting in consistently expressed concerns for financial aid or appropriate full or part-time employment.

the international immigrant, on the other hand, understandably identifies language barriers as prominent among the perceived obstacles to college success.

The Perseverers

Many among the community college clientele deserve the label of Perseverer as a result of tenacious commitment, effort, patience, and a persistence that awes the observer. Some have overcome economic deprivation, others refuse to succumb to physical handicaps, while still others have been faithful to their station or condition in life but now are emancipated. Among the latter group ar older women who turn to the community college after their family has grown and seek pathways to a fuller life. Among The Perseverers are those who begin at the bottom of a career ladder as illustrated by a 32 year old black female who is working as a licensed practical nurse and is the sole supporter of four children.

> I dropped out of school at 16 years old. I became an instant wife and mother. At age 21, I returned to school and received a GED after six months. I then decided to become a certified nurse's assistant, since I was working as a uncertified one. After working in the field for one year, I decided to further my education. So, I entered a vocational school to become a practical nurse; which I completed in one year. But in order to be licensed, we had to take a State Board exam, which I passed. I have been working as a licensed practical nurse for four and one-half years. I have enjoyed my work. I have not tken any college courses until now.
>
> My reason for attending the community college is to become a Register Nurse and then I will enter a university to become a Nurse Practitioner. My feelings and hopes are high concerning my education. I have come a long way and yet I still have a long way to go,

> but I'm not going to give up. ...Since I have to work full time to support my family, I can't attend school full time. But I have faith in myself and God. I know where there's a will there's always a way.

Similar dedication to overcome obstacles can be seen in Alice, a 21 year old handicapped female who writes:

> I'm one of those people who likes school but sometimes find its hard. I've always tried my best to achieve as much as I'm capable of achieving, I've never let anyone, or anything stand in my way of doing what I set out to do. Even though I'm physically handicapped, I think this is what makes me so independent. Not everyone in my family has gone to college, just me and one other brother. No one expected me to go to college, it was my decision. I never listened to any of my friends when they would say, "You'll never go to college, you'll never make anything of yourself, and you'll never have a career." But it didn't bother me because I believed I could do it. ...I'm glad I'm doing what I want and I encourage others like me to give it a try.

A 40 year old black female widow has encountered illness most of her life. She sees education as her pathway to independence:

> In 1979 I became ill again, but continued to work until 1981 when I found it necessary to quit both jobs. My life's ambition is to complete four years of college, majoring in computers, so that I can get a job within the scope of my physical capabilities so that I can become completely independent once more.

A 51 year old mother of nine children who was a high school dropout and now is unemployed wrote:

> When my children got old enough for me to look for full time work, I did not have any job skills. I went to a clerk typist school, learned how to type and got a GED. I am now looking for work and taking night classes at the community college so that when I get a job I will be more qualified. When I looked for work as a clerk typist I discovered the age discrimination was a facotr of who got hired so I decided to go to a medical training school because the chances of a middle age person getting a job in a doctor's office is better than it is getting a job in a business office. The main thing that's keeping me from making it now is that I don't have medical work experience. My plan now is to find

> work as a medical assistant and continue going to school at night so that I can become a registered nurse.

Some have already used the community college to achieve an initial goal of employment. They then return in order to realize their ultimate career goal. An inspiring illustration of this was written by a 36 year old full-time employed mother who credited the community college with opening the door of opportunity.

> During my earlier studies at ----Community College, I mastered enough skill to place me in the position I now hold. On my return now eighteen years later, I find my circumstances have improved somewhat but the college is still that stepping stone, that transition from where I am now to what and where I plan to be (an Early Childhood Education Teacher). ----has been convenient in that it's allowing me to see if I can make the "grade" after all these years, without great expense; or without placing myself into a more sophisticated educational setting that I might not be ready for at this point.

Those who persevere in the face of economic barriers are aptly illustrated by Jane, a 38 year old "happily married mother of five children, three grandchildren, and one grandchild on the way."

> Since my husband makes just a little over minimum wages, and is the only one working right now, it gets a little difficult to concentrate on studies, but that's what getting a higher education is all about--higher wages along with the sense of accomplishment as well as, the gratification of knowing you have fulfilled a dream. We both agreed I would not work during my first two semesters so I could obtain the highest grade average possible and so that I could get back in the swing of going to school full time again. ...I didn't take high school very seriously, I guess. In the 10th grade, I decided to drop out, but soon I was dissatisfied with jobs only "dropouts" could work on, so I returned and obtained my GED. Later, I enrolled in a vocational technical school and received a certificate which qualified me to work as a clerk typist. Since then, I have taken self improvement courses, attended seminars, and I am certified to work as a teacher's assistant. ...Poverty and illiteracy are the real cripping

> diseases of our society, not to mention crime, and I want to do something about it! I firmly believe if I had had harder pushes or more support while going to school, I would have excelled. That's what I want to do--help someone else help himself to excel in anything she/he chooses. therefore, I've chosen the field of Psychology and/or Communications to receive my degree in. At this resent time, my husband and child are my pushers and my determination is the force which keeps me going.

The persistence among some community college students is amazing. A 22 year old black female, parent of a two year old daughter living at home with her widowed mother and ten siblings reports on her present experience after having dropped out during a semester one year and subsequently being placed on academic probation at another time.

> This is my third attempt (in a junior college) and one which I'm determined will be successful. I'm studying here at ----- to become a registered nurse and I intend to get a BS by attending -----University.

Others are adamant in their determination illustrated by Doris, a black woman in her mid thirties who is raising four children alone.

> The responsibility of being a parent are sometimes difficult to handle, and also going to school at the same time. To accomplish my goal (a BS registered nurse) for the future, nothing must stop me in accomplishing and receiving my certificate. I will do without to make ends meet.

The supporting hand of the community college and its personnel is sometimes reflected in comments of The Perseverers. Mary is a wife and mother of four children, three of whom are now on their own. Mary and her husband own their own home, "but it is heavily mortgaged and we need a new roof, painting and other repairs." At the end of her essay Mary observed:

> And now I would like to tell you something that may help in your research project. I feel that the beginning of

> written materials and the endings of written materials are read and remembered best, and that is why I include it here. I'm attending school this final year on a scholarship. I should not have been able to attend otherwise. My husband makes enough money to disqualify me for financial aid. Our debts are staggering after the years of child rearing. The scholarship is great and pays my class fees. I had a big problem trying to get the money together for books and other materials. I thought I was going to have to withdraw. It seems that you have to have applied for financial aid to get a book loan and that only would have helped me the first year if I had. What does the scholarship student do who cannot buy books? My books alone are about $87. I was fortunate in help from staff personnel in finding me work in their department. One instructor even loaned me the money to buy my books so that I wouldn't fall too far behind. I can't help thinking of the student in my situation, who is struggling to support themself. The problem of buying books, even if tuition is free, can be a real hardship at this time of their life.

The Perseverers emanate an admirable seriousness of purpose and tenacity which cannot truly be understood in statistical reports on retention. The human drama of struggling against odds, of questing for career goals, and individual or family sacrifices confronting these students suggests the need for institutional policies and practices quite different than those designed for the traditional college student from middle and upper income families.

The Devotess

A dominant and consistent expression of love and admiration for family emerges from the autobiographical essays. A strong sense of dedication to members of the family is reflected in frequent vows "to repay" or "make proud". This need is often a major motivation of the individual writer. In some cases, The Devotee eloquently acknowledges the sacrifices made by

dependents, parent or even a grandparent. An 18 year old black woman lives with her grandfather who not only is providing financial assistance but also serves as a role model:

> I'm presently living with my grandfather. He is providing me with a home while I work toward my AA degree. Our agreement was that I work for a year to save enough money and pay for my first year tuition fees after which he would pay the rest. Having saved this money the past year, I am at the advantage of not having to work presently, leaving all my time to my studies.
>
> My grandfather is my mother's father and is 64 years old. ...He is attending college. ...This is his third year as a night student....He wants to get an Associate Science degree in Business Administration. ...My grandfather's providing me with a home and financial help while in college is a great help but seeing him go to college and enjoying his studies so much is an incredible inspiration to me. With both of us making college education our number one priority, our lives together provide a mutual encouragement.

Devotion to children prompts many of the older community college students in their quest. A 31 year old divorced mother writes:

> "Great people are ordinary people with extra ordinary amounts of determination." When I decided to return to school, my confidence was low and community college seemed to be the perfect beginning, since it offered the small size friendly atmosphere I desired and needed. As the single parent of three children, my education will benefit not only my future but their's, and this is where determination comes into focus. What greater incentive than to provide a secure future for the three people I most love? Of coarse, there are obstacles that must be overcome. On an adult's level of understanding it's alright for me to do without to further my education, but to ask three small children to understand that there won't be any Christmas because mama has to pay tuition is a painful dilemma. They are making sacrifices that children should not have to make. Indeed, this is reason enough to dig in and succeed to repay their sweet oblation. I, however, also have a strong desire to be the best that I can be. I do not want to look back in retrospect and say: "I could have been...." I want to say: "I am."

A 23 year old black woman describes her love and devotion to her mother.

> I'm considered a black Cuban. I've been happily married for four years. I'm also the happy and proud mother of a three year old boy. My mother is a well educated person who used to be a school teacher in Cuba. ...My greatest aspirations is to be knowledgeable in every aspect as possible. My boundless hopes is to someday give my mother all the best, for being a perfect example. I have sincere and warm personal feelings toward people. I feel we all need one another. I would like to be successful without sacrificing someone else's job or happiness, but through my own abilities and hard work.

An 18 year old Cuban male reports:

> My family's economic status has never been a very good one. It has mostly been categorized by us as "fair". My dad has been unemployed many times simply because his job has been completed. He's a tile worker and my mom a housemaid. Since they never had a good educational background they were both very happy when I mentioned going to college. Even though college has never been a goal in my life, but then again, where would my life be if not educated. I really enjoy my on-campus job and the people whom I work with. All very nice, talented and good hearted. I hope to be successful and give my parents things they never had before.

Interestingly, several of The Devotees are grateful for the discipline experienced in their home. A representative of this group is a young man who aspires to obtain a baccalaureate in Business Administration who describes his home environment.

> I have one brother and three sisters, myself being the youngest. While growing up my parents where strict, especially my father. Whatever rules he laid down you followed them. Now that I am older I appreciate the love and concern my parents exploited. I understand a lot more and not as narrow minded as I once was toward the differences of growing up. I want to make them proud of me.

A male hispanic describes the discipline in his household in the first paragraph and then concludes his essay with a single

declaration of devotion.

> I am 19 years old, a graduate of St. Mary's High School. My grade school and high school years were spent at private Catholic schools. I am the third son of four boys. Life at our house is like living with a Marine Drill Sargent and Mrs. Brady of the Brady Brunch.
>
> I am a proud Mexican-Irish-Frenchman. All four boys have been brought up to be proud of what we are, very street wise and to respect all no matter what race, color or creed.
>
> My future plans consist of going to ----University. ...Most important try to make my father proud of me.

The Devotees seem to reflect two different orientations. There are those who have a sense of love and appreciation from others who have served as role models. Usually these are parents or relatives. Some are grateful and devoted because of perceived sacrifices made in their behalf while others have been inspired by example and some now reflect upon the discipline or rules of their home, seeing them as expressions of love and well intentioned support. The other group of Devotees are dedicated to serve as role models as a result of their devotion to loved ones. Among this group are single heads of household who want their prodigy to benefit as a result of the investment being made in higher education. Others are marrieds who acknowledge the sacrifice, love, and support of the spouse. Caring and gratitude exemplify The Devotees.

The Non-Conformists

The neighborhood and even family culture of some community college students does not perceive education as desirable or

practical. As a result, those who choose to attend the community college are Non-Conformists in the eyes of their peers or even their family. Such individuals must overcome an additional obstacle to the financial and educational barriers typically challenging many who turn to the community college for access to higher education and their quest for a baccalaureate degree.

A black single female from a family of nine described the impact of objections from her family.

> It's been very hard to continue college because of my family discouraging or either financial problems. I initially started immediately after high school. But after heavy pressure from my family, who felt I was wasting my time, I dropped out during my second semester. I started working and finally five years later, I am back! I hope I can support myself and complete my education.

Another female perceives a negative or indifferent attitude toward her college goals.

> Since my dad did put himself through college, he expects me to do the same, and not only does he expect me to pay for it, he thinks it's a waste of time for a girl to go to school. He's ready for me to get married so my husband will take care of me. I totally disagree. I'm determined to get a college education.

A 40 year old white housewife who also aspires to get a baccalaureate degree reports

> My home setting includes a husband and four children. Two of my children are presently attending college and the other two are in high school. My husband had only one semester of college. At first he made fun of me going to college, probably out of jealousy, but now seems resigned to the fact that I am here.

At other times The Non-Conformist is the recipient of ridicule from the streets. A 27 year old black female from Jamaica indicated she feels strange in coming back to school but

that it is something she had to do.

> I have always wanted to be successful in life and to make my parents proud of me, to have a good proffession and be a good parent to my children, like the way my parents are to me, and that's one of the reasons why I am in college now.
>
> I have had friends laugh at me, call me all the names in the book just because I am back in school at 27 years old and I quit a good job, but that was not what I wantd out of life. ...I firmly believe and is of the opinion that whatever you put into your life you get back and that's what I'm continuing to work on.

A 20 year old female who is the first in her family to attend college reports on ridicule from relatives and friends.

> They always expected my mother's children to fail and never even finish high school, but so far my sister and I have fooled them all. ...I do what I want to do not what my friends do, I use my own mind.

The Non-Conformists have consciously chosen to be different in the eyes of family or friends. Their quest for education is at variance with cultural values of their environment. In some cases ridicule is experienced or even expressed objections from loved ones. In other cases, indifference can be perceived as lack of approval of the educational quest by The Non-Conformist.

The Self Worth Seekers

There is an identifiable group of community college students who feel inadequate or unsure about themselves. In some cases the source of such feeling is the earlier schooling but usually a more encompassing sense of inadequacy prevails. As expressed in some of the autobiographic essays, poverty is the root cause. At least part of the motivation of The Self-Worth Seekers in attending the community college is the quest for approval or appreciation in the eyes of self or of others.

Miranda is a 20 year old hispanic who lives at home, works part-time, and attends the community college.

> The reason that I am attending community college is because I want to make something out of myself. I also want to prove to others as well as myself that even if I don't make it at least I tried.

A 22 year old female Mexican American openly shares her need.

> The reason I go to college is because I come from a very poor family and I would like to make something of myself. I would like to be able to live like a half normal family and I do like school so this would be the best for me....
>
> I would like to be able to become a doctor in the field of midicine, maybe with children.

Georjean was raised by her widower father and admits being an insecure persn with low self-esteem.

> Life is not always going to be peaches and cream. This is a lesson that I never seem to learn. I somehow keep expecting to always be wonderful, which seems to prove very disappointing...
>
> I have come from an average middle class family. I watched my father struggle trying to raise us two girls after our mother's death. My father never finished his college degree because I came along; while my mother only graduated from high school in England. ...I graduated from high school with a "B" average. After high school I worked as a fast food restaurant manager for a year then went to Bible College. This is where I tried to find and understand myself, I was and still greatly am an insecure person with a low self esteem which I have put on myself by what I demand from me.
>
> The end will be when I have the Bachelor's degree in History or Literature. These degrees may not have a useful purpose in the working world but for me they will prove to me I can finish something, improve my self esteem, and I will have enjoyed myself in the process. I have learned another lesson from returning to school. I have learned that I love to learn and that when I am not learning I am bored. No, life is not always peaches and cream but I never have to get bored that way.

Louise, a black, divorced, mother with a four year old son declared:

> But one day after I reach my goals in life and I'm a nurse. Then I can look back and think about all of the hard work I did. And really feel good about everything and know that all of the hard work was worth it. Then I will know and will be able to tell my son that you have a choice in life to be able to climb to the top or stay at the bottom.

Margo, is a 25 year old white housewife of a seven year old daughter. She summarizes the quest of The Self Worth Seekers in her essay.

> My reason for attending----community college are 1. to have a sense of worth, 2. To strive for knowledge, and 3. to prove to myself that I could do it. I had wanted to back to school for several years but was afraid that if I did that I would end up being a failure. I was becoming so stagnant though that I decided to see if I could cut it. I'm glad I did. I like the idea of being back in school. It is a whole new and different world. My hopes and aspirations, as I have said before, is to become an interpreter for the hearing impaired.

The Self-Worth Seekers are obvious candidates for a supportive environment which is claimed as a hallmark by many community colleges. It is apparent, however, that this group of students will not be identified unless there is a conscious effort to identify them from the masses. It is equally evident that their success can have long lasting effects upon their own lives and indirectly upon lives of other family members.

The Prideful

In sharp contrast to The Self Worth Seekers are The Prideful. There was at least one individual in nearly every writing class whose autobiographic essay communicated a deep

sense of pride and personal worth. The self assurance and delight with self transmitted a picture of an outgoing, outspoken, and radiant individual. The Prideful appear to have a joy of living as a result of their self perception.

Daniel opened his essay as follows:

> I am a handson Black American male in which I want to be very successful in life. I am only 19 years of age. I am not married at ths time. I know some friend's who had married at this age. They didn't have the same concepts about life and they didn't make it. I would like to marry someone with the same concepts about life or come close as I do. ...I feel that not one thing can stand in my way of graduating from -----community college. Most of all I feel that nothing can stop one from being a great success in life. I think if people have the right concept about life itself as an whole. They would be much better off.

A creative approach to the writing assignment is reflected in the essay of Adrianne.

> Standing in the mirror is a young black woman with a slender body standing at five feet five inches. The young carmel shaded woman is myself. Staring back at me is a sensative, compassionate, and giving young lady with a childish voice. At times her behavior is quite infantile for an 18 soon to be 19 year old. She, Adrianne, is extremely shy among strangers, but around her family, she talks incessantly. ...If I, Adrianne, not the vision or image in the reflecting glass absorb and imbibe every ounce of knowledge that my proffessors pour into my mind through lectures, and learn to apply that knowledge, I can accomplish all that I desire to accomplish. ...I am the oldest and only girl of three siblings. I resemble my mother in her youth in many ways. At times I feel like her and there are times when I feel like my father. When the two unite, I feel like myself. I feel that I have the responsibility of setting an example for my younger brothers. ...All plans for the future are not yet written. Vague ideas circulate in my mind. I desire to become a teacher. I plan to teach pre-schoolers possibly in special education. ...To critique my future and present plans is a task of difficulty because I am unsure of the future and <u>all</u> that I want from the present. I am unsure of my ultimate goal, because today, I am taking chances, tomorrow is the result of my trying to reach that undecided goal.

Some of The Prideful attribute their traits to a parent.

Sylvia, a white, single parent who lives with her divorced mother observed:

> My mom, who is also the head of our family, is strong willed and independent. I'm sure I received those traits from her. Overall I like and feel good about myself. I think I'm a pretty terrific person.

Henry is an 18 year old male who declared:

> I'm very handsome and intelligent.

Marie is similarly pleased with herself and her home environment:

> I'm nice, sweet, adorable person. I enjoy doing fun things that are exciting. I'm middleweight and I love to work out. My hobbies are talking on the phone, skating, swimming, dancing, going out, and many more. I guess you can say that my home setting is like any average American person. We all eat together, pray together, and most important of all we watch after each and everyone. The reason why I'm attending a community college is because I plan to be Register Nurse and Elementary Teacher. I enjoy working with smaller children and I want to make the sick better.

The Prideful can also be reflected in perceptions that the system is out of step. Kathleen is an 18 year old who observes:

> The reason I am attending ----Junior College is because I got an 820 on the SAT and the requirement of The University of ----is 840. I have applied twice and have taken the stupid SAT test many times. I am an intelligent person who is very capable of going to college. It is really a frustrating thing to want to go away to college but can't because I am 20 points short of the requirement. I am taking the SAT again and applying again. Once I get accepted I will be ecstatic. I plan to become a Physical Therapist.

The Prideful are probably easily identified on the community college campus. Their self assurance and outspokeness will surface during corridor conversations and even during classroom discussions. Their visibility will probably overshadow the previous group of community college students, The Self Worth Seekers, unless faculty and staff have both the insight and the

commitment to reveal the person in each individual student.

The Believers

A prominent expression of belief in God can be found in a sizable number of the autobiographical essays. Many of the writers express praise and thanks for blessings while others communicate an abiding faith that strength and guidance will come from the Almighty. A second faith which has been included in the category of The Believers is the abiding faith in education itself. In view of the problems and unpleasant experiences with early schooling, it is remarkable that such persistent expression of belief in education as a primary key to a better life should be expressed in so many of the essays.

An 18 year old Cuban female lives with her parents who migrated to the United States after working in the sugarcane fields of their home country. A 20 year old brother is serving in the United States Navy. She wrote:

> I have two wonderful parents which I admire very much. They have been married now for about 25 years. My father is employed at the same place since we arrived here from Cuba 14 years ago. My mother got laid off her job for one year now for lack of business coming into the factory. ...Each day that goes by I give thanks for being able to take advantage of the wonderful things the Lord has given me. And especially the opportunity to study for my career goal.

Some of the autobiographical essays were written with an artistic flair. The opening paragraph of Tina's paper not only provides background information but insight into her religious

fervor.

> It was on August 14, 1957 on the beautiful Island of Dominica, in the Carribbean, when my parents gave birth to a pretty little baby girl. Because of her religious affiliation and knowledge of the Bible, she decided to name her Tina, the name of an important lady in Bible times. This little girl who has now grown to be a young lady, but still single, is now attending ----- community college pursuing a course in Business Administration majoring in Accounting. ...My overall objective for the future is to render valuable and wide services in the realms of the positive and the worthy. With God's help I feel justified accepting the challenge.

A Haitian single male who works part-time and attends community college full-time commented on the demands confronting him from his work, school, and church activities:

> Though I'm under a lot of pressure with school, studying, work, and church, I have learned that we have to do the things that we have to do, though we don't always want to. My plans for the future, to finish college with a degree, have a good job, then get married if it's the will of God and start a family.

There are also ardent believers in the value of education. Several oriental students communicatd a zest that approximated a deep and abiding faith. A Vietnamese 20 year old male wrote:

> The background of my family is not really too much because my mother only finish the second year of high school, my father finish some college classes. ...I'm starting my college education my mother tell me to continue doing it that I need that education and she want to have a professional family because we are intellligent and we can do it. ...I come to this country four years ago and I finish my high school so I say I better finish my education here because this is where I am living and I am continuing to live in and one can have a future and a good one here as in any other country. After I finish community college here and then go to a four years college and major in Accounting and Computer Science so later I can have a family and can help them like my family help me and I can give them an education something like my. ...The background of my family helps me to see how important it is to have an education so you can have a good future and can base one's future on them.

An 18 year old black female aspires to major in Business and achieve the Baccalaureate, Masters, and Doctoral degrees. Her belief in education comes from viewing others as well as her perception of the relationship of the education level to the income level.

> First of all, the money would be greater with a Bachelor's degree. I feel that eventually a college degree will be needed to get almost any kind of job. People with an education seem to also have better chances in life and get more advances and have better advantages.

The Believers may be outspoken or quiet in their expression of faith. In either case, however, they receive strength from their belief whether it be in religion or in education.

PART TWO

The researchers have used the descriptors in an attempt to describe the make-up of individuals who turn to the community college during their quest for a baccalaureate degree. There is a danger, however, that the descriptors be interpreted as rigid or compartmentalized categories. In reality, the majority of community college students reflect multiple characteristics which overlap the descriptors. Therefore, to gain a complete perspective and true essence of the urban community college clientele, six of the papers are replicated here in their entirety. The reader will have occasion to experience a range of emotions; from admiration, to empathy, to exhilaration, and in many instances, identification. Each paper represents a different urban area studied by the two researchers. The name of the student and the community college has been removed in the

spirit of anonymity.

#1. Meet Annette. Note the Descriptor characteristics of Self-Worth Seeker, Perseverer, Believer and emerging Self-Discoverer.

BIOGRAPHY PAPER

My life has never been that of success. Everything I did I had to try harder at doing it. My family are very hard working people. I never really had any encouragement from them about school or life. The past, present and the future has a different outlook for me now. I can relate to just about any and everything that has happen to me. I can now accept what has happen in the past, or is happening now or might just happen in the future.

My name is Annette. I was born July 13, 1949. I am the second of seven children. I was born in Louisiana, but my family moved to ---- when I was only three months old. We lived on a rice farm for eighteen years. My mother was born in Louisiana. She did not complete school, she had to drop out in the 6th grade, because she had to work. My father also was born in Louisiana. He did not complete school and had to drop out in the third grade to go to work. My father and mother are very hard working people. My father worked as a rice farmer and my mother as a maid. All of my sisters and brothers attended school, and five of us graduated from high school. None of us attended college. One of my brothers joined the marines and now he is a Drill Sergeant. One of my sisters had vocational training and she is now a Medication Aide. I decided to get married. My parents never stress the importance of going to college, but they at least wanted us to finish high school.

I am attending a community college because it gives me a chance to get a good education and still afford it. Getting a college education means more to me than I can ever explain. I could never be happy with myself if I didn't try. I would feel like my life is not complete. I want to prove something to myself. Getting an eduction for me is like having a gold mine. People keep saying all the time that there is little hope. But, I know in my heart, if I keep trying, no matter how long or how hard the work is, I will succeed. Then, one day my gold mine pays off.

I am a divorce mother of 2 teenagers. I am head of my household and the soul supporter of my family. I work at ---- Medical Center in the lab. I am an Assist Phlebotomy Supervisor. I work full time from 2:30-11:00 p.m. My major is Business Administration. I have been out of high school for 18 years. It is very hard for me to get back into the habit of studying. My job situation is very hard also. I really don't have much time to study. The only thing that would stand in the way of my education is myself. I tend to give up very easily. I cannot stand stress and failure. I want to really do good in school,

and also keep a good outlook on my job. My family is very proud of me. They are happy because I decided to go to school..I have all of there support.

Many people have asked me why I decided to go to school for a degree in Business Administration instead of a Medical Tech. I have worked in the medical field for some seventeen years. But my heart has always been in business. I have always wanted a nursery or some type of buiness where I could help children. I like what I do in the hospital, but my ultimate goal in life is to get a master degree in business. Maybe one day I could also teach business.

My overall look out for the future has improved tremendously. I no longer think of myself as a failure in life, but as a fighter, a fighter for myself. I want to succeed in all that I do. I think I made the first step when I decided to attend school. With my family support and also my friends, I can do nothing but succeed.

#2. A 58 year old black woman exhibits characteristics of The Perseverer and The Devotee in her life's story.

I was born in Duval County Florida in 1927, the fourth surviving sibling of my parents there was five children born alive to my parents. All five survived. My parents were first generation freed persons and had very little education, but we were well provided for until my mother died at age 32 and my father deserted us. High school was not a reality for most blacks during those years because in most cases they didn't exist or as soon as children were old enough they had to help support the family. I did not finish high school until late in life because when I was growing up where I lived a seventh grade education was all that was offered to a black child. Although I did try to go to boarding school and work my way through but I didn't have the money for the partial tuition, books or wardrobe. Tuition was fifty dollars a month we didn't see that much cash at one time in a year. I married at the age of twenty and am still married to the same man.

I am attending college because I have had a life long ambition to have an education and after struggling for thirty years trying to obtain and secure a middle class life style, I felt that it wouldn't be complete without securing a higher level of education. I went back to high school in 1983 and finished and decided to go to college also. I hope to get a B.A. degree.

The only future plans I have is to enjoy what I have learn and try to go all the way to the top in education.

I feel that it is never to late for one to try and improve one self. I feel that I am winning despite all of the odds. I am glad that I can now take advantage of the educational opportunities that exist. I feel that the sky is the limit.

#3. Elements of The Prideful and The Innocent are revealed in T's autobiographic essay:

My Autobiography

An autobiography about me! The thought at first outraged me. I mean, who really cares about an average blackman's life story; if you've heard one story, you've heard them all, right. Then I gave this topic another thought. I thought, how often are blacks offered a chance to put in writing words about themselves and then let it be inspected by only God knows who. So the next few paragraphs will be all about me, and it definitely means Something, because its written right here in blue and white, and anything of importance in America is written down somewhere.

Who am I? I am a young blackman in his late twenties struggleing to get ahead. I am outgoing, wise, and destined to be a success. I have my own apartment and live in what you could call a typical southside community, which I am pleased with for now.

I am currently attending ---- for two reasons. The first is to enhance my education, which will put me one more step closer to reaching my goal. Secondly, I realize the importnce of being educated in America; that is, people tend to listen to people of authority, with educated sense; and besides have you ever heard of a doctor that didn't graduate from medical school, a lawyer that didn't finish law school. Education is a systematic way of learning and ----college is just one of the systems I am passing through.

Most people need some source of motivation to prompt them into doing something. One doesn't work a 9 to 5 job because he can't find anything else to do; chances are good that he needs the money from that job to surive. I am presently working as a Data Controller. I'm married, and have two lovely children. When I have spare time, I enjoy bowling, tennis, and swimming.

I have many goals and ambitions. I think to attempt to write them all down now would produce another paper; consequently I will simply give my immediate goals in life. I plan within the next 2 years to obtain a bachelors degree in Computer Science, after which, I plan to seek employment as a Computer Programmer.

#4. Charles is a 45 year old who reflects The Immigrant, The Devotee, and The Believer:

The Autobiographical Essay

My father is a native of the former British Colony of British Guiana. He came from very poor parents, attend primary school leaving class which is now just equivalent to our sixth form. From primary school he went to trade school, learning

carpentry and tailoring, then on to the labor market. My dear mother, deceased in May 1944 at the tender age of twenty eight after bearing three children, went to primary school to the sixth class, which was equivalent to our fourth form. She was the youngest of two children of very poor parents who lived in what was known as the "Beggar Yard".

I, the eldest of the three children, was born March 19, 1940 and was favored by God. The other two kids died shortly after their mother from lack of care and malnutrition. I was fortunate to attend primary school to the fourth class which is just equivalent to our third form. By this time my relatives increased by three brothers from another marriage by my father. It was now my duty at age thirteen, to join the labour force. It was a happy occasion. I bought my first pair of shoes about six months after I began earning a wage as a laborer in a grocery store. After assesing the circumstances pertaining to my economic and social status, it became my heart's desire to achive a Ph.D. To this end I made reading my hobby. At age twenty one I enrolled with a shool in England, The ---- Correspondence School, to study for the General Certificate of Education. It took me one year to complete payments for the course and after studying for two years I found the entrance fee for the examination far too expensive. I could not raise that amount of money.

It is imperative that I obtain a college education because the country of my birth--Guyana, more than ever before, needs people knowledgeable in the business of industry, politics and all the other skills necessary for the economic progress and welfare of the inhabitants and the country through the principles of democracy and equality of opportunity. During my investigation for a suitable college, I found the --- College was conveniently located, the design and general behavior conducive to learning and that there are very high recommendations for the tutoring.

I gained the consent of my family, wife and three daughters, allowing me to work part-time in order that I may devote most of my attention to studying. Apart from a decline in the health of my wife, who is now the principal provider for the home, or myself, there is nothing I can envision obstructing the successful completion of my educational program.

It is my prayer to experience the return of my country, Guyana, to a form of political and economic democracy, and with God's help, I shall seek to do my part in order to prevent a socialist, communist or any dictatorship. Most importantly, I will like to help make clear that avenue where all who seek to make God the supreme head of their affairs can travel.

#5. Sam is a 24 year old whose characteristics of The Innocent, The Self-Discoverer and The Non-Conformist earn respect, admiration and sympathy ... and cause you to "root for his side". (Researchers' note: Perhaps he is dyslexic).

There are two sides to every family, including this on. On my side of the family thier is hardly any education. Where as, on her side, it is a crime to just have graudated from high school.

Her family is veary educated. My mother in law posse's two Dr.'s degree's. One in english, one in science, and still going to college after 22 years of it. Her dad is a Dentist, need I say more.

It has differed from one family to the next, on if I would be a failure or not. I was told by my spouses sister two days before we were married, I would not last in that family, knowing that maybe that is why we do not talk to this day. No, school doe's not pose a problem for my family. My wife is a very understanding women.

I am attending college to hopefully better myself, make a better life for my family, and to be able to stay in the same room with my mother in law, carry on a conversation and not be corrected.

As far as my progress goe's, I am elated. I never knew, or thought that I could improve so much in this little legnth of time. I thank you, and I know my mother in law thank's you.

My future plan's, like I said in the above paragraph, is really for my self alone. I want to help my wife to a better life, but most of all prove my wives family WRONG.

#6. Tom is a Perseverer and Self-Discoverer who evidences many insights of the urban community college and its role as well as the realities of the urban student.

Autobiography of An Urban College Student

I'm a 25 year old male student. I'm the fourth born to my parents. I have three sisters and two brothers, two elder sisters and a brother, and one younger brother and sister. Our upbringing has been accomplished in the midst of this urban community. Being virtually poverty stricken, I saw my academic sucess in early years as the road out.

My parents were divorced prior to my completion of grammar school. So me and my siblings were left without a father figure. However, me being athletically inclined, had several coaches to fill the void. My mother was not a well educated woman. Her education did not surpass the high school level. But she worked very hard to keep us all clothed and fed through high school.

Of my mother's children, I'm the first to persue education beyond the high school level. I started out adjusting my curriculum to acquire a BBA with management emphasis. However, since I've set my sights on becoming certified as a public accountant, accounting has become my primary field of study. Ironically, my first attempt at attaining college education was at a rural university.

Those days made me somewhat partial to the community colleges. Reasons for attending this particualr college are numerous. First of all it's located in the hub of the urban community. This facilitates a more sensitive feel of the local job market and business community. Easy access is probably the most favorable condition for most students here. Not only does the student have easy access to the college via public transportation, this access carries over to employers. Employment is close at hand, present part-time or future full-time careers could be waiting just down the street. This access doesn't stop here, the goods and services (i.e. restaurants, shopping) that are available on a wide range greater facilitates convenience. As for me personally, I think it's great to be able to stay in your home environment most of your college days and at the same time fulfill degree requirements at a centrally located college.

Presently I'm sharing a apartment rent with a roommate. But, I feel this is a lot better than being surrounded by all the campus hype. Sometimes trying to maintain the household and stay abreast of studies is a difficult task. Other times you would not be able to study, if you didn't or weren't able to dictate policy. But, all in all, the experience of maintaining a household lends to independence and self motivation. And should prove to be an invaluable experience in the long run.

Like in the case of most college students, lack of time to earn wages has added to the endeavor of acquiring secondary education. I was lucky enough though, to land a part-time position. If the wages were a little higher, they'd be sufficient enough to alleviate a good portion of the financial strain. But serving in a clerk capacity for the Social Security Administration is not one of the higher paying jobs. It's strictly my decision not to persue higher wages. Mainly because, the hours and location of the job are conveniently accessible to my schedule and mode of transporttion. Which by the way, is public transportation. One of the primary reasons I didn't complete undergraduate work at the rural university was inability to gain financial stability.

My plans after my education are pure and simple. And they are, to be successful in any endeavor I choose to undertake, and to have a comfortable home environment. I know it's easier said than done. That's the particular reason I'm taking time to prepare my self now. Even though personal satisfaction is a significant factor in my decision to persue higher education, I feel that if you prepare yourself to be successful, the ability to recognize the opportunity for success is greatly enhanced. Actually I'm a dreamer. But, I'm also an achiever. So, once I've completed my educational requirements, I hope to successfully complete the Certified Public Accountants Examination. Then perhaps find a fair and generous employer. Later perhaps, set up a firm of my own. And once I've reached this goal, retire to local, grassroots politics. In turn, become a public servant while on the road to senior citizenship. In short, my long term plans are, to become a successful, wise old man.

PART THREE

Observations

The intent of this study was to learn as much as possible about the urban community college student as a person. While it was recognized that the autobiographic essay writing project would not yield generalizable results, the researchers believe many of the characteristics revealed through this endeavor are common to the urban reality. There were commonalities among the papers from the different urban areas studied. A number of observations were made as a result of the writing project and as a result of analyzing the composite of autobiographic essays.

Use of the Community College

Two reasons for selecting the community college were prominent. First, an overwhelming majority of the respondents indicated they turned to the community college because of its low cost. Financial need was a consistent barrier to seeking higher education according to the essays. Furthermore, a majority of the students in this population work either full-time or part-time while attending college. Some work full-time and attend part-time while others are able to reverse that pattern. But financial need is a dominant factor in their personal and educational life.

The second major reason reported was proximity of the community college to the student. This, of course, also relates to cost. Many indicated the community college was convenient to their work while others reported its proximity to their homes. Proximity was always discussed from an economic perspective, not

from time or convenience perspective.

Another clear picture emerging from the essays is the fact that the majority of the urban community students are the first generation in their family to seek a college education. The educational background of the parents typically reflected high school graduation as the highest level attained, but it was not unusual for one or both parents to have terminated their formal schooling as dropouts in elementary or secondary grades.

A sizable portion of the population participating in this project were using the community college as a proving ground. Some were forced to this because they, themselves, had been high school dropouts and needed to resort to the GED route while others acknowledged low achievement and poor grades as instrumental in the community college being their only opportunity for access. The open door policy and remedial/ developmental programs were the key to access for many of the respondents.

The students participating in this project, similar to the statistical profile nationally, were older than those of the lower division of most baccalaureate institutions. An interesting phenomenon can be identified with some of these older community college students, both male and female. These respondents reported prior attendance at the community college where they had completed courses or programs which had permitted them to find employment. Now, they were returning to the community college while employed in order to prepare themselves for transfer to the university and their ultimte goal of a baccalaureate degree. Apparently, a segment of the population does attend the community

college for immediate goals of employment while postponing long-range goals of a baccalaureate and a desired profession.

The Students

The reader of the autobiographic essays would find the writers generally are happy people. A picture of love and caring emerged as well as a joy for life. Many of the writers were able to see humor in their situation and typically were optimistic about the future.

A large portion of the essays communicated a naivete about careers, however. It was obvious that many students are functioning at a phantasy level of awareness of the demands and expectations of a desired career. The academic majors identified by the respondents similarly evidenced a lack of understanding of the rigor or pre-requisites necessary for the student to successfully achieve the desired goal. It was quite obvious that career counseling and advisement is an essential support service every community college should emphasize.

A consistency of positiveness and appreciation toward the community college and its faculty was evident in the essays. Older community college students expressed gratitude for educational opportunity which they had believed to have passed permanently. College-aged students expressed comparable words of satisfaction or thanks for their college experience, perceived interest and support of faculty and staff, as well as a belief that the community college can make the difference in their life. There was a perception embraced by a group of the respondents that the university's environment was unfriendly and

unsupportive, indicating to them the need to "prepare first" at the community college. Those few who were critical of the community college in their essay felt they had been misguided by the system or by individuals within the college in areas such as registration, academic advisement, and financial aid consultation.

Role of the Military

An unexpected theme emerged from the autobiographic essays in this project. It seems noteworthy in view of the underrepresentation of minority males in postsecondary education. Nearly two-thirds of the essays were written by females. Frequently, they described the status of the educational and vocational activities of their brothers and sisters. There was a discernible pattern of male siblings who had chosen to enter the military immediately from high school. Those who provided detail in the essays invariably indicated the choice of military over education was for the purpose of learning or training which would equip the sibling for a career. Furthermore, among the essay writers who were veterans, it was typical for them to credit the military "for my way out" and for a career opportunity. The evidence supports a hypothesis that many low income high school students see the military service option as more desirable than education because of a more direct pay-off for immediate gratification in addition to opening a career door upon returning to civilian life.

Another observation growing out of discussion of the military in the essays is the fact many minority women gave as their goal after attending the community college an enlistment in

a branch of the military. In most instances, the career goal of military following the college education at the baccalaureate level was perceived as assuring the woman a commission as an officer.

The Participating Community College Faculty

Over two dozen different community college faculty participated in the autobiographic essay project. Every effort was made to achieve content and format consistency of the essays by providing a written background and instructions explanation to the English faculty. Copies of the written instructions were sent to each participating community college in advance as previously reported. A review of the packets of essays provided by the colleges is revealing. It was clear that some saw this project as a burden or imposition while others saw it as another opportunity to learn about their students. In some cases, not all faculty followed the same procedure or called for the same content described in the instructiions or as provided by colleagues in the same institution. In a few cases, it was apparent that a faculty member had altered the suggested assignment, evidently motivated by a belief that the students' interests were better served or that privileged information was being requested by the researchers. For example, several sets of papers were absent any identification of race, age, and educational or economic background of family. The essays for one campus were accompanied by a covering instruction sheet developed by the English faculty that excluded the entire section dealing with the students' present realities such as work, home life,

obstacles, etc.

Several campuses produced writing samples from developmental, remedial, and transfer English classes. While the researchers attempted to accommodate for such diverse groups by treating them separately when coding and tabulating, there were other campuses that submitted their papers without any breakout or identification of the writing level or class involved. In the case of one campus, it became evident all of the papers submitted had been produced by students attending night classes at that college.

Since it was never intended that the autobiographic essays be used for comparative analysis or as the basis for generalizing, such variation in participation and response of the community college faculty did not adversely affect the endeavor. While it is possible that some were unsympathetic to a university-based research project, it could be hypothesized that the implicit laissez-faire attitude exhibited could be a reflection of that instructor's perceptions of and concern for the urban community college students themselves.

A sobering observation was derived from two sets of papers submitted by an inner city campus where the faculty had used the autobiographic essay as part of the graded writing assignments. Xeroxed copies of the originals with the instructor's comments and grade were sent to the researchers. An examination of feedback from the instructor to the student revealed comments which were shockingly general and inept. The faculty feedback was made up of such unexplained, unillustrated, and marginally instructive comments as "indent", "frag.", "paragraph", "coh.",

and "margin". Yet, spelling, grammatical, and punctuation errors had been ignored. No suggestions or helpful information had been provided by the instructor. It can be hypothesized that The Innocents in those classes believe they are receiving quality instruction.

Fortunately, the researchers found most of the participating community college faculty genuinely interested in the Ford Foundation study and in their students. They obviously had read the essays produced by their students in a sincere effort to learn more and better understand their clientele. In several cases, faculty commented they had gained insights not previously held as a result of the writing project.

Suburban Versus Urban

As previously explained, each of the researchers dealt with one campus among the population under study which would more appropriately be classified as suburban rather than inner city. The socio-economic composition of both suburban campuses was significantly more middle income and more Caucasian (see page 4). Parents of the suburban campus students more typically had attended college and many of these were college graduates. It was not unusual for both parents to be professionals.

The autobiographic essays written by the suburban students seldom spoke of the neighborhood or the environs of their house. Some of the inner city students, on the other hand, seemed to be conscious of unusual conditions in their environs to express pride or satisfactin in living in "a clean, quiet, neighborhood".

Others wrote their neighbrhood was "safe" and one writer commented, "In our neighborhood, we look out for each other." It would appear the suburban students can take for granted what was noteworthy in the eyes of many urban campus students.

Another striking contrast emerged from a picture seemingly the same as described by both urban and suburban students. There was a consistent declaration of concern for financial matters. Furthermore, working, whether full-time or part-time, while attending the community college was as evident among the suburban students as among the urban students. Yet, it was clear that the urban student's financial situation was dire and the absence of financial aid and/or income from a job would result in termination of his/her community college eduction. It was equally clear, however, that most suburban students would not need to interrupt their education even if they were not able to find work. It was evident their parents could or would find a way for their education to continue.

Why, then, did the suburban students speak of indebtedness and convey economic concern similar to their urban counterparts? A majority of the suburban student papers described their obligation and responsibility to support a personal automobile. Essay writers lamented the high cost of insurance, some implying an unfairness by the system as well as by the parents in expecting the student to carry such a burden. Furthermore, many of the suburban students declared they were responsible for paying the community college tuition from their own income (even where both parents were practicing professionals). Reading between the lines of these papers, however, produced a hypothesis

that the suburban students are experiencing parental training of middle class values. In some families the student must pay the tuition and peronal clothing costs, while in other homes the student may only be responsible for the automobile costs. At yet another home the student may be required to pay a weekly or monthly amount as his/her contribution to the family. Obviously, the requirement of the parents is intended to inculcate prudence, thrift, and economic self discipline. The financial burdens perceived by the suburban student, therefore, may well be part of an educational process and hence is a reality quite different than the financial dilemma confronting the inner city student.

Concluding Observation

The reader will find a provocative concept in several of the quotations which was communicated in an identifiable segment of the urban essay writers. Some observed the importance of education to "make it" while others spoke of education as "my way out". In some cases, such comments were found in papers that described a happy family life, a good neighborhood, and blessings from the Almighty. Therefore, what do they mean by those words? The faith in education as the panacea would justify a hypothesis that the writer quests for something unknown and unidentified. As sociologists have observed, the educational system in America is built on middle class values and traditions. To succeed in the system, one must both understand and function accordingly. Yet, it is unrealistic to expect thrift of those students who wrote that their meager earnings could not adequately meet costs of textbooks. Regrettably, those urban students who believed they

were learning standard English, whose essays were graded by the instructor described earlier, will never understand why they did not make it. Happily, the majority of community college faculty recognize and are committed to their strategic role in aiding the student to fathom the complexities and requirements involved.

REFERENCES

AACJC Urban Community Colleges Commission. 1986. Challenges for the Urban Community College, edited by Frederick E. Stahl. AACJC Issues Series, No. 4. Washington, D. C.: American Association of Community Junior Colleges.

Astin, Alexander W. 1982. Minorities in American Higher Education. San Francisco: Jossey-Bass.

Astin, H. S., and Burciaga, C. P. 1981. Chicanos in Higher Education: Progress and Attainment. New York: Ford Foundation. ED 226 690. 179 pp. MF-$0.97; PC-$16.97.

Cafferty, P., and Spangenberg, G. 1983. Backs Against the Wall: Urban-Oriented Colleges and Universities and the Urban Poor and Disadvantaged. New York: Ford Foundation.

Cohen, Arthur M., and Brawer, Florence. 1982. The American Community College. San Francisco: Jossey-Bass.

College Entrance Examination Board. 1981. Student Aid and the Urban Poor. New York: Ford Foundation.

de los Santos, Alfredo G., Jr. 1980. Hispanics and Community Colleges. Topical Paper No. 18. Tucson: University of Arizona, Center for the Study of Higher Education. ED 184-615. 35 pp. MF-$0.97; PC-$5.34.

Feistritzer, C. Emily. 1985. Cheating Our Children: Why We Need Reform, edited by Warren Rogers and Lawrence M. O'Rourke. Washington, D.C.: National Center for Education Information.

Olivas, M. A. 1979. The Dilemma of Access. Washington, D. C.: Howard University Press.

Orfield, G. et al. 1984. The Chicago Study of Access and Choice in Higher Education. Chicago Committee on Public Policy Studies Research Project. Illinois: University of Chicago.

Richardson, R. C., Jr., and Bender, L. W. 1985. Students in Urban Settings: Achieving the Baccalaureate Degree. ASHE-ERIC Higher Education Report, No. 6. Washington, D. C.: Association for the Study of Higher Education.

----. 1986. Helping Minorities Achieve Degrees: The Urban Connection, (A report to the Ford Foundation). Tempe: NCPGF Research Center at Arizona State University.

Weiss, L. 1985. Between Two Worlds. Boston: Routledge and Kegan Paul.

The Florida State University
Tallahassee, Florida 32306-3021

College of Education
State and Regional Higher
Education Center
Louis W. Bender, Director
(904) 644-4706

Department of Educational Leadership
COLLEGE OF EDUCATION

ERIC Clearinghouse for
Junior Colleges
MAR 0 6 1987

ACKNOWLEDGEMENTS: We thank the Tallahassee Community College, President James Hinson and the Print Shop staff for duplication and binding of this monograph report.

Complimentary copies of all publications are sent to State Directors of Community/Junior Colleges, University Libraries, National Organizations, and the ERIC Clearinghouse. Individual copies may be ordered prepaid. A charge of $5.00 for each monograph ordered is necessary to cover printing and mailing costs. Checks should be made out to FSU State and Regional Higher Education Center.